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ABSTRACT

This competency-based teacher education program is oriented toward preparing teachers for urban schools. Assuming that student teachers must be knowledgeable about current socioeconomic factors in their working environment, this program aims at developing these competencies using learning modules, learning teams, and teacher education centers. The learning teams offer a structural field-study format, while the learning module specifies performance objectives and instruction strategies. The teacher education centers are located in the community and are oriented toward direct school involvement with the working environment. (JB)

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GOVERNORS STATE UNIVERSITY
URBAN TEACHER EDUCATION PROGRAM
Park Forest South, Illinois

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SP006392

Student Personnel Records, Counseling Services, and Admission and Retention in Teacher Education

Admission to the University

Governors State is an upper-division University, with an open admissions policy. Students with an associate of arts degree, or 60 semester hours of "C" or better, from another institution are admissible to undergraduate programs in the University. A student with at least 54 hours may petition for admission. Before a student can be admitted to the University, he must be accepted by an existing program within one of the four colleges.

Admission to Urban Teacher Education

In the case of Urban Teacher Education, a member of the faculty interviews the student to determine his interest in urban teaching and to facilitate his understanding of the unique nature of the program and the University. Some preference is given to minority group students. While a student enrolled in another College in the University may apply for admission to the Urban Teacher Education program within the College of Human Learning and Development, the likelihood of his being admitted over other applicants depends on the priority date of his original application. A student transferring from another College does not have priority over students who have not yet been admitted to the University unless his original application has an earlier priority date.

The Urban Teacher Education program is the only elementary teacher education program that the University has at this time. Students in other colleges who have an interest in Urban Teacher Education may, in fact, register for modules to achieve particular competencies offered in Urban Teacher Education, however, because of the unique nature of the program, a student who is not enrolled in the College of Human Learning and Development and who has not been accepted into the program of Urban Teacher Education may not enroll in a learning team. The learning team is a unit that maintains its integrity as students proceed through a planned series of experiences, including field studies and classroom teaching. No one may be certified by the Urban Teacher Education program who has not had these experiences.

Placement and Advisement

Once a student is admitted to the Urban Teacher Education program he is assigned to a Learning Team. The faculty coordinator of the learning team becomes the student's academic advisor and counsels the student in matters relating to enrollment in specific modules and procedures for achieving competencies required for graduation and teacher certification. The student remains with a learning

team for his entire period of participation in the Urban Teacher Education program. The learning team coordinator has the primary responsibility for an average of twelve students. Design and development of individualized experiences for acquisition of some competencies frequently becomes a team activity or function.

Registration and Evaluation of Achievement

The University does not give letter grades. The student achieves competencies according to procedures set forth in Learning Modules or other experiences such as Independent Study. A student is not dropped or placed on probation for non-achievement of particular competencies. After a student has registered for a particular learning module, nothing appears on his transcript until he has completed the competencies described for that module. Consequently, a student may register for a module and may complete various competencies within or before the end of an eight-week session or complete competencies after the session for which he registered has ended. A student may work at his own pace. After a period of time a student may inform the instructor that he is no longer interested in trying to achieve the competencies of a particular module and may register for other modules if he so desires, or he may elect to withdraw from the program or the University.

A student is considered inactive if he does not register for more than two successive sessions. If inactive, he must apply for active status before being permitted to continue. Determination of whether the student may regain active status will be made by the Collegial Committee on Admissions. Students are encouraged, after a period of non-attendance, to inform the College of their intentions in these matters.

Records

The Office of Admissions and Records maintains complete sets of all student records. A duplicate set is maintained in the College of Human Learning and Development. As students register for modules and receive credit, copies of their registration and accomplishments are forwareded to the College and to their advisor. Thus three sets of records are available in addition to the student's own copy. These are utilized according to the needs of individual students and faculty.

Retention of Students

Because the program is very new, the question of how retention is to be controlled is still under study. At the present time all students who have maintained their enrollment in the learning team and have been successful with pertinent learning experiences are

retained in Urban Teacher Education. A procedure has been worked out so that assignment to learning experiences, including the Practicum in Classroom Teaching, requires a set of very specific prior competencies. Thus, a student must be able to demonstrate a wide range of competencies that are attributed to a competent classroom teacher before he is accepted in the Practicum. When these competencies are satisfied, a student may apply and be accepted into the Practicum in Classroom Teaching. Satisfactory completion of the Practicum is required for certification and graduation.

Curriculum and Competencies

The teacher education program is a competency-based program in which emphasis is on the achievement of competencies rather than on the accumulation of credits. Among the competencies required are those in knowledge, skills and subject matter teaching, and in human relations. Although the University requires that a student may not graduate with less than 120 hours/units of credit, these hours will in all cases translate into competencies. A student, may, in fact, acquire the necessary competencies for his certification with fewer than 120 credits, or, a student might require more than 120 credit/hours to achieve the competencies necessary for certification. Policy is being developed toward awarding credit for demonstrated competencies acquired outside of formal CSU programs or modules.

Each student is given a list of all of the competencies expected for certification and graduation. Adjacent to each of the required competencies are suggested modules offered throughout the University that are directed toward achievement of those competencies. Each of the competency areas is associated with one or more learning modules or other types of controlled experience. When the student has demonstrated a competency to the satisfaction of the coordinator, a record of achievement of the competency is filed with the Office of Admissions and Records.

Completion of Program

As the student moves through the program and competencies are achieved, the student is constantly aware of how many and which competencies he has to attain before his program is completed. When all competencies have been achieved and certified by his advisor, the student files a petition for graduation. The petition is addressed to the Urban Teacher Education Work Group and this group or representatives of it makes the final determination. In the event discrepancies are found, the student and advisor will be notified as to the nature of these discrepancies. The reasons for the rejection must be stated in terms of competencies that the

student has not yet achieved or in terms of the competencies over which there is some question of achievement. A student who is recommended for graduation will also be recommended for State Certification. Students who are not recommended for certification will not be recommended for graduation.

Follow-up of Students

The progress of students who graduate from the program will be carefully followed. One of the reasons for this, of course, is to see how well they perform as classroom teachers. A more important reason, however, is to determine which competencies students acquired in the program had a particular impact on their performance as teachers, particularly during the first two years following graduation.

In our negotiations for the establishment of Teacher Education Centers one consideration was the likelihood that teachers graduating from our program would have an opportunity to be employed within the school in which they did a large portion of their work. Making this likelihood become a reality will require ongoing efforts.

In addition to placement in cooperating schools the University is establishing a placement service which will maintain contacts with a variety of school districts in the University area and beyond. It is to be expected that the placement service will provide a large number of students with opportunities for employment.

TEACHER EDUCATION CENTER AND FIELD EXPERIENCES

Rationale:

Effective education for the urban inner city school child has been historically neglected. The high rate of failure and low rate of academic success in urban inner city schools attest to this fact. A number of colleges and universities have developed special teacher-training programs ostensibly to prepare teachers to teach the "disadvantaged," the "inner-city," or the urban child. Apart from simulated experiences and traditional student teaching in an urban setting, there has been little evidence of preparation that would better qualify the graduate to teach in urban inner city schools. Moreover, the student teaching experience in that setting is so overwhelming to the average teacher aspirant, that graduation usually results in forceful effort to avoid placement in urban school settings or a rapid exodus from such employment as soon as a position in another setting is available.

The urban inner city school is as distinctly different from the suburban middle class school as the urban environment is from the suburban environment. These differences are inadequately dealt with in the preservice preparation of teachers, and contribute heavily to the negative experience encountered during practice and in-service teaching. There are differences in values, attitudes, behavior, learning styles and rate, responses to education (sometimes called motivation), geographic structure of the community, financial resources, stability of inhabitants, and personal experiences (cultural, social, political, etc.). These by no means represent all of the areas of differences that exist between suburban and urban inner city dwellers. They are, however, significant ones that affect the character and the quality of schools and schooling in the inner city.

Chief among these differences within the schools are:

1. Per pupil expenditure in urban schools is significantly lower in suburban schools.

2. Staffing patterns and quality of instruction are inadequate and/or inappropriate for urban youth.

3. The drop-out and failure rates in urban schools exceed those in suburban schools by more than 50%.

4. Learning is frequently inhibited by language barriers, values, conflicts and unacceptable behavior patterns leading to problems of discipline.

While we do not purport to have the formula or prescription for a "failure-proof" or "success-guaranteed" training program for urban teachers, it seems reasonable to assume that:

1. Purposeful, planned, on-site involvement in, and assessment of the urban environment by teacher-in-training could result in improved understanding of the character and quality of the urban experience and its effects upon the realization of potential of urban youth.

2. Supervised experiences in urban classrooms during a major part of the preservice preparation could further maximize the competencies of teachers to provide quality educational experiences for urban children.

3. Retraining of urban in-service teachers in a competency-based philosophy and related strategies could increase academic achievement and reduce educational problems existing in urban schools.

4. Interaction with, and briefing of, parents and lay community residents concerning the philosophy and programs could provide support for increased educational opportunities for urban youth.

5. Shared participation in planning, implementation, evaluation and redefinition of program designs by school administration, university personnel, school and community representatives could result in commitment to expand an urban education program that is proven valid and appropriate for urban schools.

On the basis of these assumptions, the Urban Teacher Education Center is designed as a facility through which realization of some of the major goals of the urban teacher education program can occur.

The Urban Teacher Education Centers are selected GSU outposts, designed to respond to the needs of at least four publics in urban communities (1) the child, whose lack of academic success and behavior mark him for failure and perpetual poverty (2) the teacher, whose academic preparation has not prepared him to modify the behavior of the urban child, or provide him with academic success (3) the lay citizens (parents and others) who are urban dwellers almost exclusively, because of their inability to cope with and/or effectively utilize educational and social institutions, and (4) the teacher aspirant, who must acquire the skills to provide quality educational opportunities that result in success for each of these four publics.

The Centers, while they may be located in a school or elsewhere, will provide a structure and locale where the teachers in-training are brought face to face with the people and the problems of the community on "home ground"; where the real world of the urban community becomes the setting for defining, describing and relating to the problems it engenders for the education of children; where organization and implementation of on-site activities related to

both Learning Module and Learning Team occur, including meetings, seminars, interviews, forum discussions, in-service workshops, curriculum development and evaluation activities. It is equally as important that the Centers represent themselves as a resource and service for the community, primarily on matters of education and teacher training. The Centers will provide the means and the settings for supervised experiential learning in a field study atmosphere.

Primary Objectives:

1.0 To retrain instructional personnel specifically to teach the urban child, utilizing a competency-based approach.

2.0 To develop on-going community and para-professional training programs for parents and lay citizens, utilizing a competency-based approach.

3.0 To develop and/or test basic and supplementary curriculum materials for use in urban classrooms.

4.0 To establish interrelationships between the school, community, and the university that will result in a triadic accountability system.

5.0 To develop relationships with appropriate school administrations that will result in controlled staffing of Center schools with personnel trained specifically for urban education.

6.0 To evaluate the levels of effectiveness of materials, techniques, activities and strategies utilized by university faculty and by teachers-in-training, and to revise elements of the teacher training program on the basis of evaluation results and/or other relevant research.

7.0 To provide and coordinate supervised field placement experiences for all GSU urban teacher education enrollees in (a) urban classrooms (b) community service agencies and (c) community-based programs.

8.0 To implement a proposal for professional recognition of a cadre of cooperating teachers and administrators as GSU/UTE Community Professors.

Secondary Objectives:

1.1 The in-service teachers will:

a. demonstrate ability to design and develop competency-

based learning experiences for urban elementary school children.

b. demonstrate ability to implement a competency-based curriculum within an urban classroom.

c. demonstrate skill in supervising and evaluating the performances of pre-service and para-professional personnel.

d. demonstrate professional and subject matter competencies as defined in the UTE listing of "Professional and Subject Matter Competencies."

1.2 The pre-service teachers will:

a. demonstrate abilities and competencies as specified in items a, b, and d, for in-service teachers.

b. demonstrate competence in working with other instructional personnel as well as independently in urban classrooms.

c. demonstrate ability to share in planned experiences and community-based programs within the Center's sphere of influence.

2.1 The pre-service and in-service teachers will:

a. identify community organizations, service agencies, community leaders, and other resources within the Center communities.

b. function in an appropriate capacity with each of the four publics defined in the rationale.

c. participate in meetings, seminars, interviews, forum discussions, and in-service workshops for both teachers and community residents.

2.2 The in-service and pre-service teachers will:

a. organize and implement the format and procedures which parents and other appropriate agencies regularly receive information on the role, status, and progress of the Center.

b. assist in the design and implementation of techniques by which reciprocal feedback to and from parents on individual student achievement can be accomplished.

3.1 The in-service and pre-service teachers will:

a. develop and/or select curriculum and supplementary materials to teach skills, concepts, processes and competencies to urban youth.

b. modify, revise and reconstruct existing materials, when appropriate, for Center schools.

c. evaluate and make recommendations on the usefulness and effectiveness of newly created and existing materials in Center schools.

3.2 The Urban Teacher Education faculty will:

a. supervise and monitor the in-service and pre-service trainees in on-site curriculum revision and assessment activities and assist in the construction of experiences that will result in the achieving of the specified levels of competence.

b. participate actively in the work of selected community agencies, organizations, and activities deemed appropriate for the trainees.

c. design and assume leadership responsibility for the implementation of seminars, forum discussions, in-service workshops, interviews, and meetings that are directly related to the Center's function and progress.

d. supervise (including all that supervision implies), the classroom teaching experiences of all UTE trainees.

4.1 The Urban Teacher Education faculty will:

a. initiate and/or develop all relationships with school systems and personnel (superintendents, boards of education, administrators) and teachers that will serve the purposes of the Center's programs.

b. initiate interaction with community groups, agencies and organizations that are related to the role and function of the Center.

c. initiate and maintain a system of tri-partite relationships between the community, the school and the university.

4.2 The in-service and pre-service teachers will:

a. participate in the development and implementation of the strategies, activities and systems designed to accomplish 4.1 a, b, and c.

b. independently develop professional relationships with any and/or all of the publics related to the Center.

5.1 The Urban Education faculty will develop relationships with appropriate school system administrations to:

a. facilitate employment of GSU Urban Education graduates in Center schools upon graduation and certification.

b. initiate in-service training programs for interested teachers in Center schools.

c. petition boards of education and/or administrative officers of Center districts to certify GSU in-service programs for credit.

d. establish representative review committees to assess appropriateness and quality of performances of in-service and pre-service personnel.

e. establish a liaison between the school administration and the Center to:

(1) convene individuals and groups when feasible or necessary;

(2) serve as a contact for inquiries and a catalystic agent for Center affairs.

5.2 The in-service and pre-service teachers will:

a. participate in all of the initiating, reviewing, petitioning and designating of processes so as not to jeopardize the morale and functioning of center-based personnel.

6.1 The Urban Education faculty will:

a. develop a review system and process to evaluate and modify the role, function, and effectiveness of:

(1) the Center as a conceptual model

(2) the urban teacher faculty

(3) programs and activities developed and sponsored by the Center.

6.2 The UTE faculty and trainees will:

a. define (or determine) the levels of competencies to be attained and demonstrated by trainees, programs and activities.

b. construct the competency measures to evaluate levels of competency of teachers, programs, and activities in each Center.

c. construct and/or select alternative structures and processes when appropriate.

7.1 The UTE faculty will:

a. construct the design for field placement in urban classrooms.

b. supervise and assist the classroom teacher with the supervision of UTE enrollees.

c. identify and coordinate field placement and visitation activities in community service agencies.

d. identify and coordinate field experiences with community organizations and programs.

7.2 The UTE in-service teachers will:

a. participate in graduate and non-degree training experiences with UTE and other University faculty.

b. supervise the classroom experiences (in conjunction with UTE faculty) of UTE teacher trainees.

c. provide observational and participatory opportunities in classrooms for UTE enrollees.

d. provide classrooms for the Practicum in Classroom Teaching.

7.3 The pre-service teachers will:

a. observe classroom teachers in urban schools.

b. participate, on a gradually increasing basis, in responsibilities of the classroom teacher.

c. demonstrate competencies in professional and subject matter areas during the Practicum in Classroom Teaching.

d. upon completion of the Practicum in Classroom Teaching, petition for certification as an urban classroom teacher.

8.1 The UTE faculty will establish a means for professional recognition of a cadre of cooperating in-service teachers and school administrators as GSU/UTE Community Professors.

Field Experiences:

Field experiences for pre-service teachers will occur in three (3) phases:

1. observation and analysis (passive presence in classroom situations).

2. teacher aid (partial responsibility).

3. associate teacher (full responsibility).

The sequence of field experiences for individual pre-service teachers, except for the Practicum, will vary depending upon the types of modules a student enrolls in and the levels of competencies acquired prior to, and after enrollment in the University. A student who has teaching and/or related experiences with elementary children could be exempted from the observational phase. Similarly, students may engage in some classroom activities through modules designed accordingly. Teacher and experiences and the Practicum will be required of all students.

Phase I

The observation and analysis phase will consist of students observing UTE in-service teachers in classroom settings followed by some form of interaction with teacher and/or pupils. The observation phase provides an opportunity for the pre-service teachers to see how classrooms are organized and managed, styles and techniques used in teaching, materials used in teaching, some interaction with teachers about the teaching process, and provides a mechanism by which pre-service

teachers can begin interacting and establishing relationships with urban children. Additionally, the pre-service teachers can begin to identify roles and responsibilities of teachers in a non-simulated setting. Planned seminar, conference, and/or module experiences will be an integral part of Phase I to insure relevant growth and learning.

Phase II

The teacher-aid phase will provide options for pre-service teachers to begin assuming specified limited responsibilities in the classroom. These experiences may also be a result of module activities or may be planned independently through the Center. The pre-service teachers will begin to interact with pupils on a formal basis. These experiences include record keeping functions, small group and individual teaching functions and assisting in curriculum planning for instruction. The planning will be in conjunction with the on-going program of instruction provided by the classroom teacher.

Phase III

The practicum: the final set of experiences in which the associate teacher demonstrates acquired competencies. Upon satisfactory completion of the practicum, the associate teacher is recommended for professional certification.

Field Experiences in the Urban Environment and the Urban School:

Students who are to teach in urban schools must be familiar with the environment in which ghetto children live and learn. They must know how the various aspects of the environment affect the lives of children and how the elementary school responds to the various needs of ghetto children.

Each student will acquire knowledge competencies of the urban environment and the urban school through a systematic set of field experiences facilitated through the Learning Team over an extended period of time. These experiences must have begun before the student will be accepted into the Practicum in Classroom Teaching. The following is the subject matter of these field experiences.

A. Exploring The Nature Of The Urban Environment As It Affects The Learning-Teaching Experience

1. Physical attributes of the urban environment.

   a. housing (private and public)
   b. urban renewal
   c. industry (jobs, unemployment)
   d. transportation (public and private)
   e. density of population
   f. recreational facilities
   g. promotion of health and prevention of health hazards (clinics, hospital locations, sewage disposal, pollution)
   h. educational facilities (schools, libraries)
   i. street lighting

2. Social structures and interactions in the inner city

   a. family organization
   b. groups
   c. community groups
   d. churches (denomination, size of congregation, income, activities)

3. Political structures and interactions in the ghetto

   a. political parties, coalitions
   b. representation in government
   c. organization for political power

4. Economic structures and interactions in urban setting

   a. employment opportunities in and near ghetto
   b. unions and their response to minority needs
   c. industrial councils
   d. income levels; welfare income
   e. cost of goods and services
   f. consumer organizations

5. Governmental contributions to ghetto environment

   a. law enforcement
   b. social agencies for youth, elderly, welfare, employment, family service, medical care
   c. urban renewal - Model Cities Proposals

B. Exploring the Urban Elementary School in the Ghetto as the Setting for the Learning-Teaching Process

1. Physical Facilities

   a. age of building; general condition
   b. number of classrooms in building; special service rooms (teaching, conference, lounge, storage, nurse, principal's office); classrooms outside building (temporary, mobile)
   c. heating systems (requirements related to ventilation)
   d. washrooms (size, number, location, condition)
   e. library (location, collection, facilities)
   f. lunchroom (location, extent of use, facilities)
   g. classrooms (desks, cabinets, tables, lighting, board space, coatroom)

2. Staff

   a. teachers (number, grade levels, special service, longevity)
   b. administration (principals, supervisors, counselors, attendance, curriculum)
   c. maintenance (engineers, janitor)
   d. special services (bus drivers, nurse, librarian, community representative)

3. Organization

   a. self-contained classrooms (grades)
   b. content specialists (grades, procedures for teacher and student assignment)
   c. grade-level groupings (non-graded primary, KgP, K-1-2-3, etc.)
   d. committees (function, membership, leadership)

4. Curriculum

   a. source (school board, central curriculum office, individual school, individual teacher, curriculum committee)
   b. content (subject centered, problem centered, competency)
   c. materials and facilities, in classrooms, schools, and district
   d. process for change (individual teacher, committees (membership, authority)
   e. explicit and implicit organization (by grade, grade-age, maturity of children, achievement and test scores)
   f. use of consultants (district, college)

5. Operation

   a. length of school day, school year
   b. attendance (enrollment area, reporting and recording procedures)
   c. promotion, retention, grade placement policies
   d. testing (subjects, frequency, norms, use of data)
   e. parental involvement (room mothers, PTA, service aides)
   f. teacher (responsibility, authority-policy handbook

6. Relationships with other agencies

   a. government (police, welfare, church)
   b. educational (high schools, colleges, pre-schools, museums, libraries)
   c. recreation (boys' clubs, YMCA, park district)
   d. community (community council, other organizations)
   e. membership in unions, political action groups

PRACTICUM IN CLASSROOM TEACHING

The Practicum is designed as a culminating experience in which the student is to demonstrate his ability to teach the basic elementary school curriculum in a classroom at a specified level of competency. He is also to demonstrate his ability to perform certain teaching-related tasks. Certain competencies must have been acquired before the student may enroll in the Practicum while others may be acquired as part of it. Prerequisite competencies are:

1. Possesses knowledge of the subject matter to be taught.

2. Has identified, analyzed, and tested a variety of curriculum materials that facilitate the learning process.

3. Possesses and can use basic teaching skills, i.e., questioning, reinforcement, closure, etc.

4. Has identified, developed and used a variety of evaluation techniques to determine achievement of identified behavioral objectives.

5. Has used appropriate techniques to describe his own teaching behavior and student learning behavior as parts of student-teacher interaction so that desired changes in behavior were identified. Has demonstrated the ability to change his behavior in a desired direction.

6. Has demonstrated an ability to relate to children in an authentic way so that relationships are established and deepened.

7. Has written teaching plans in the form of behavioral objectives for children which incorporate curriculum content and materials, teaching strategies, and evaluation measures.

If the student should demonstrate a need for additional experiences in order to bring his competencies to a desired level he may be encouraged to seek help from within the Teaching Center staff, take additional modules, work with his team, or delay the Practicum until he is better prepared for it.

Competencies which are expected to be acquired during the Practicum include:

1. The primary competencies to be achieved include all those necessary to effective teaching with a class of minority children demonstrated to the satisfaction of the supervisory personnel. The seven competencies described earlier must be <u>used together</u> in the teaching process. A major portion of that teaching must be done within the context of a typical classroom day, working with the several subjects within a five hour time, and should be engaged in for as long as is required to demonstrate that the necessary competencies are truly acquired. This time may vary with the individuals.

2. Can describe the organization of the placement school in terms of staffing, curriculum, and grade-level patterns.

3. Has met with parents of at least four (4) children concerning a(n) (a) academic problem, (b) social problem, (c) emotional problem, and (d) outstanding achievement in which he has asked for and received the parent's support, understanding, and suggestions for action.

4. Can work cooperatively with in-service teachers in a variety of ways.

5. Has demonstrated an ability to relate to children in an authentic way so that relationships are established and deepened.

6. Has written and used teaching plans in the form of behavioral objectives for children which incorporate curriculum content and materials, teaching strategies, and evaluation measures.

Procedures

1. When a student with his advisor determines that he has the prerequisite competencies, he may petition to be admitted to the Practicum. The petition should contain descriptions of competencies from those on file in Admissions and Records and relate as closely as possible to the prerequisite competencies. When application is questionable a coordinator who has expertise in the appropriate field may certify the equivalency of competency. A candidate may be admitted to Practicum with some deficiencies if provisions for their achievement are noted.

   Final decision on admissibility will be made by the student's advisor in conjunction with a member of the Center staff. This consultation will insure the availability of teachers and classrooms for the Practicum experience.

   A student may appeal an unfavorable decision to the assistant dean who will then meet with the student and staff members to resolve the problem.

   Any further problem with the decision may be taken before the executive committee of the Urban Teacher Education Work Group whose decision would be final.

2. The prospective teacher shall be called an ASSOCIATE TEACHER while working with the classroom teacher.

3. It is essential that any teacher to be considered as a cooperating classroom teacher possess competencies approaching those expected of the associate teacher. Systems for the development of those competencies are provided for and in the operation of the University Center programs.

4. The cooperating teacher will be selected by the associate teacher in conjunction with the assistance of the Center staff. Procedures established will accommodate to the degree possible choices of the associate and cooperating teacher, but final decisions must rest with the Center staff.

5. The Center, the cooperating teacher, and the associate teacher will develop a written CONTRACT identifying areas of responsibility. It will set forth the behavioral objectives to be demonstrated by the associate teacher with criteria for assessing their achievement. The contexts in which these experiences will occur should include small group and individualized instruction along with responsibility for the entire class, acting as an advisor to children with problems and projects, free-time innovation and indirect teaching, such as record keeping, participation in planning, assemblies, evaluating materials, and attending faculty meetings.

6. As the terms of the contract are fulfilled, the required competencies should be evaluated. If necessary, the terms of the contract may be revised by mutual consent so as to facilitate achievement of competencies. The contract may be terminated by mutual consent but should this action be taken it should be based on a written report with reasons given and approved by all parties concerned. Copies of the report should be given to the school principal and filed in HLD. This report will form the basis of the decision to select another cooperating teacher, and provide remediation.

7. The time allocated to the achievement of the competencies will vary with the teachers, coordinators, and availability of classrooms. An estimate of time should be specified in the contract subject to revision as conditions warrant.

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The Urban Elementary Teacher Education Program
College of Human Learning and Development
Governors State University

> Governors State University, in its mandates from the Board of Governors of State Colleges and Universities is charged to assume innovative and experimental roles in its programs, based on sound tenets and designed for maximum efficacy. The University's programs for teacher education, no less than others, must therefore demonstrate a peculiar and unique commitment to a quality not duplicated in other state institutions. Its charge is not to become a teacher's college in the traditional sense, but to explore and to demonstrate methodologies by which the teacher-in-training may be moved substantially toward the achievement of pre-determined objectives related to the peculiar and unique missions of its colleges.

The quote above from the proposed "Statement of Philosophy, Objectives and Strategies for Teacher Education Programs at Governors State University," reflects the concerns of the University's Interim Teacher Education Committee. The program described in these pages strongly supports those concerns and seeks, through deliberate structuring, to establish a framework upon which the collegiate program in Urban Teacher Education will develop and achieve its mission.

Few problems in the field of education are as complex as those generated by the socioeconomic depression of the inner city. By inner city, we mean the urban, economically disadvantaged communities in which a large population of minority people are found. Isolated by poverty and the lack of jobs for which they are adequately trained, these communities are characterized by high density populations, high crime rates, high rates of teacher turnover, high rates of truancy, absenteeism and dropping out, low per-pupil expenditures, low self-image of students, underachievement and grave disillusionment of the population with what might be described by some as a democratic society. The problems of the inner city lie deep in the sociopolitical structure of an industrial society that has placed greater premium upon technological productivity than on the quality of life for its urban masses; a system that has allowed an increasingly large and dangerous gap between benefits to be derived from citizenship by certain of its peoples when compared to others of its peoples.

The urban ghetto must eventually be destroyed, for it is not representative of the potential inherent in the "American dream." Like a cancer, its causes must be isolated, and preventative as well as curative measures must be instituted at its locus of origin, whether it be in the societies, institutions, the constitution, in the minds and hearts of the people, or in all three.

In the meantime, however, the symptoms of this "cancer" of neglect must be treated and lives must be saved. Some curative measures do exist to counteract the debilitating effects of cultural isolation, poverty and grinding frustration. Urban education must be about the task of meeting this challenge, in collaboration with other agencies and institutions committed to dealing with extant problems of human degradation. It is not an easy task. The usual preparation of teachers is not adequate to meet this need. Special abilities and expertise must be accompanied by a deep understanding of human nature, of the true extent of the deprivation encountered in these settings. A dedication unmatched in most other educational enterprises is required of the teacher in inner-city schools. Teachers of the disadvantaged must be both humanistic philosophers and masters of their professions. On the one hand, teachers must be especially knowledgeable about the environments in which they will work, about the social, political and economic forces and counter-forces they can expect to encounter there. On the other hand, they must be skilled in the arts and sciences of compensatory education and responsive to the needs, both expressed and unexpressed, of a unique clientele. They must have leadership ability that extends beyond the classroom and into the analysis, management and supervision of necessary systems and subsystems of the educational enterprise.

It is to these conditions and needs that the Urban Teacher Education Work Group has addressed itself in developing this statement. It is from this perspective that the curriculum of Urban Teacher Education is emerging. And it is through interdisciplinary cooperation among the faculties of the University that its development will continue.

THE TASK

The task is to provide two and three-year programs of sufficient depth and specificity to qualify as superior training for teaching in the urban, inner-city environment. The programs conceived must be supported by the best available staffing and organizational structures. Past mistakes must be avoided and proven techniques must be assimilated. The desire to be "humane and flexible" must be balanced by a commitment to intellectual rigor and to rational thinking and planning.

Conceptually we have arrived at three operational structures around which the programs will be developed: Learning Modules, Learning Teams and Teacher Education Centers. Operational definitions for these three structures will be expanded as they develop, but the following ideas are basic.

The Learning Module

The Learning Module concept was adopted to allow for the greatest flexibility in instructional designs. It can be distinguished from the usual "class" or "course" only as its rationale and strategies for accountability are unique.

The foundation for that accountability rests on definitions of competencies that are the general objectives of the program, and upon the specification of performance objectives that will, when achieved, serve to establish those competencies. These emphases demand:

(1) that performance objectives be of high content validity (i.e., relevant);

(2) that strategies for instruction and for learning experiences be carefully constructed to achieve performance objectives; and

(3) that instruction and learning be systematically and carefully evaluated to determine whether performance objectives have been, in fact, achieved.

The Learning Module is flexible in that the units of credit may vary from 1 to 8 per session (or per a longer or shorter period). Modes of instruction, grouping and meeting times are derivable from objectives, strategies and chosen methods of evaluation, and are thus, not constrained to any schedule or preconceived format. Note, however, that flexibility is not an end in itself, but a means to an end, which is the actual achievement of objectives specified for the Learning Module. The utility and probable life of this flexibility will depend on how seriously the faculty takes its responsibilities in matters related to accountability.

Aside from flexibility, it should be noted that the Learning Module offers the advantage of specificity of focus. A one credit Learning Module (minicourse) can be designed to focus on a single performance objective, concept or idea. It can be inserted into any one of several individualized programs leading in different directions or toward differing specialized interests.

Thus a program individualized for a particular student will encompass a variety of Learning Module experiences.

The Learning Team

The Learning Team concept represents a structured group experience in a field-study format. It must, like the Learning Module, take its cues from the Urban Teacher Education Competencies and provide the same accountability structures previously defined. Its primary function, however, is to provide students with a wide range of field experiences, both inside and outside of the urban ghetto school. These team experiences, along with team analyses and evaluations of experiences, will provide those elements of sensitivity, familiarity, understanding and relatedness so needed by the teacher in the urban ghetto setting before assuming responsibility for the educational welfare of children. It will be the tasks of the Learning Team Coordinators to design, schedule and manage these experiences and evaluations so that competencies related to knowledge of the inner city itself and its impact on the population will be adequately achieved.

The Teacher Education Center

While the primary locale for the Learning Module is the University Campus, the primary locale for the Learning Team is a Teacher Education Center in the urban community itself. The Center may be located in a school or elsewhere, but it serves to provide a locale where the teachers-in-training are brought face to face with the people and the problems of the community on its home ground, where the real world of the urban ghetto becomes the setting for defining, describing and relating to the problems it engenders for the education of children. The Center is perceived as a learning outpost serving

students, faculty, in-service teachers and community persons who are concerned with problems of urban education. The centers can serve as loci for the organization and implementation of on-site activities related to both Learning Module and Learning Team experiences, such as meetings, seminars, interviews, forum discussions, in-service workshops, etc.

It is, we think, important that the centers represent themselves as a service for the community primarily on matters of teacher training. The tasks and goals of education must be served, whether or not other social, economic and philosophical goals are met. The achievement of the latter may, in fact, be hinged upon the influence and success of the former. In any case, other groups have focused their attention on problems related to meeting other service delivery needs of the inner city and their work should not be duplicated by persons of lesser competence in those matters.

In summary, these three operational structures, the Learning Module, the Learning Team and the Teacher Education Centers provide the framework for the development of the Urban Teacher Education Programs. (See Fig. 1.) They will be developed in greater specificity as relationships between the mission of the University, the Teacher Education Competencies and the special needs of the urban inner city are defined and correlated. They will provide the means of providing for the student:

(1) learning through abstraction in a formalized atmosphere, and

(2) experiential learning in a structured field-study atmosphere.

We should place great value on both, since knowledge accumulated over time is stated in the abstract and must be regenerated through studies of the history and literature of education. Skills that have been identified and validated as having continuance and relevance and value in the art and science of teaching must be transmitted through a variety of intellectual and psychomotor experiences. Standards for the certification of teachers must be attended to and met in a way that is unique to our program, but that is also adequate to the just expectations of a society bent upon providing excellence in the education of all children. Still another set of expectations rests within the set of value criteria which will, when adequately defined or undefined, affect our notion of the G.S.U. degree.

We recognize that students come to our program with a variety of prior experiences which may be helpful to their achievement of expected competencies. An early task of the program is to develop ways of evaluating achievement of competencies outside existing modular and team structures so that early in their training students have an indication of their competency status.

In all of these efforts, our hope and our intent is to establish and maintain standards of excellence that will be reflected in the employability and performances of our graduates.

THE COMPETENCY CATEGORIES

The program has four competency categories related to the teaching task. They are:

(1) Professional Competencies

(2) Subject Matter Competencies

(3) Teaching and Administrative Competencies

(4) Human Relations Competencies

Professional Competencies

Teaching a child in a ghetto school requires the teacher to possess an understanding in depth of child development and those factors in environment with implications for the learning process. These factors include: knowledge of the family structure, housing, and income; the school plant, organization and staffing; historic and current economic and social forces affecting educational policies and practices; ideas that have influenced educational policies and practices. The teacher must have research skills to be able to utilize knowledge to acquire needed information about how to better teach the child in the ghetto.

Subject Matter Competencies

Every child is entitled access to opportunities to develop basic skills in communication and computation, a substantial base of knowledge in the social and natural sciences, and an appreciation of the aesthetic aspects of life. In order to teach in each of these areas one must have a thorough knowledge of the content, the acquisition of which represents success for the child in the ghetto. These areas as presently defined, include: reading, language arts, mathematics, social and natural sciences, art and music.

Teaching and Administrative Skill Competencies

The teacher should be able to identify curricula in each content area appropriate to meet the needs of his children and to select content, methods, and materials that enable the children to learn. The skill for continuous evaluation and revision of curricula is necessary to establish its appropriateness for the learners.

The teacher should have knowledge of and be able to utilize various techniques in instruction. The basis for selecting appropriate methods depends on the characteristics and needs of the learners and the processes through which they acquire new information, ideas, and skills. These techniques may involve skills of questioning, reinforcement, variation of stimulus, and closure, among possible others.

Human Relations Competencies

The teacher must be able to distinguish pupil behaviors that result primarily from student-teacher interactions so that he may properly evaluate the achievements of pupils. He must be able to use self-observational techniques and be able to determine the extent to which his teaching behaviors are a significant variable in the achievement of learning goals.

Interpersonal skills are essential for the teacher of children who are frequently estranged from the public schools. Such skills may include such factors as authentic self-expression in the cognitive and affective domain, listening and speaking skills, and skills facilitating awareness of one's effect upon others.

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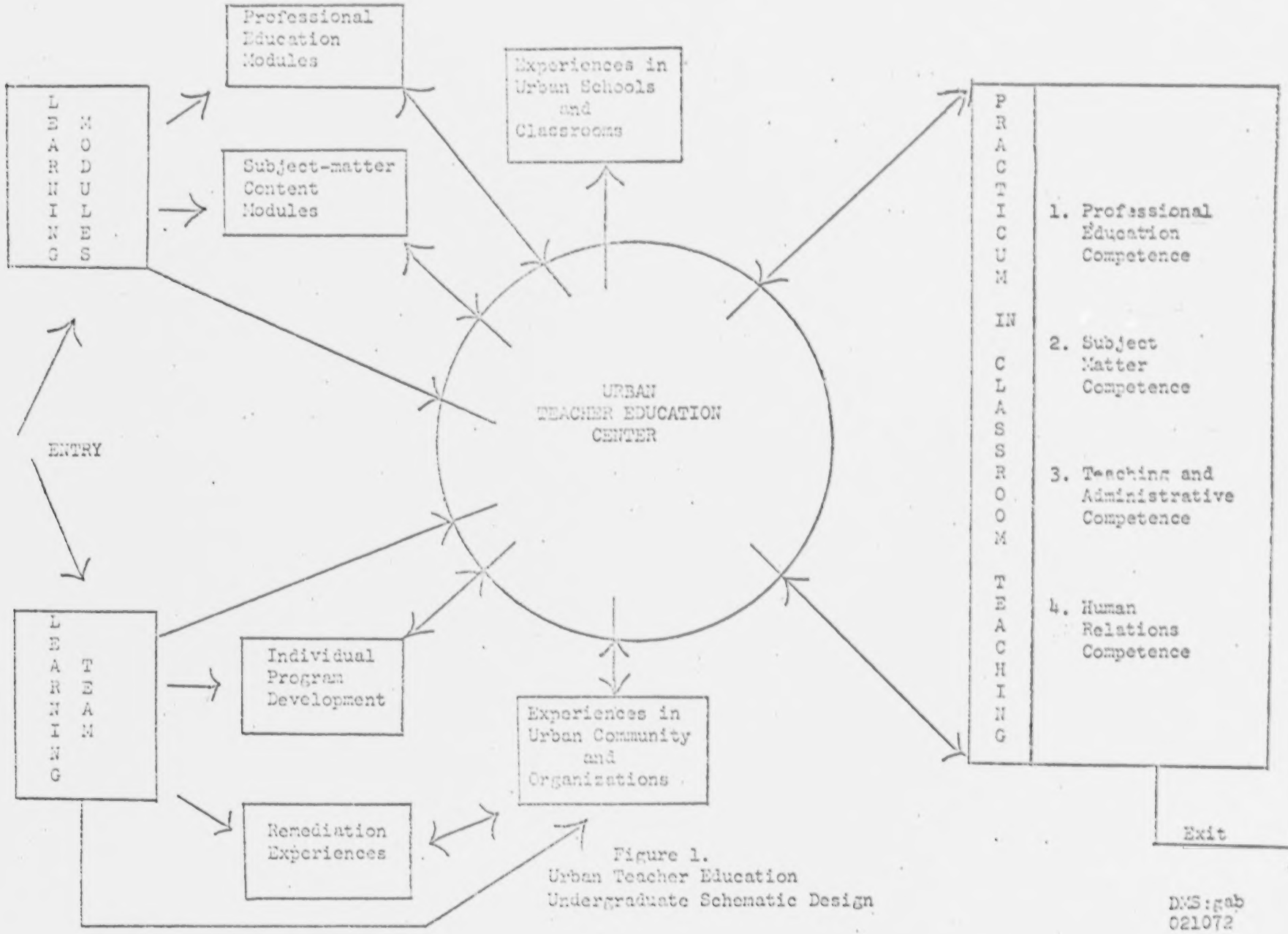

Figure 1.
Urban Teacher Education
Undergraduate Schematic Design

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Curricula for Teacher Education Including Laboratory Experiences

General Education

Educated men and women require a critical understanding of the major fields of human knowledge and their interrelationships. Such a general understanding of the world and of man's place in it cannot readily be obtained from a chance collection of courses largely unrelated in individual subjects.

Governors State University expects prospective teachers to acquire competencies which reflect their ability to question, to analyze and to arrive at independent judgements. These competencies represent mental disciplines that should lead to a lifetime of independent self-education.

Governors State University, as an upper-division institution, accepts students after they have completed 60 hours of credit. It is difficult, therefore, to influence students' choice of courses and programs during the two years preceding entry. Students enter Governors State University having taken a wide variety of courses reflecting studies in the humanities, social sciences, and natural sciences. Whether they have acquired questioning and analytical skills cannot easily be determined until they begin to deal with the professional competencies in the teacher education program. For example, we may expect the teacher to work with students in the field of history and to be able to utilize some skills and strategies employed by the historian.

At the present time, students are helped to evaluate their own readiness to teach partially in terms of the knowledge competencies necessary to teach the subject matter of the elementary school curriculum. As cognitive or skill deficiences are identified, provisions are made for remediation.

The College of Human Learning and Development is meeting with lower-division colleges in the area to identify competencies in general education that can be translated into curricula for students who are identified early as prospective teachers.

THE URBAN ELEMENTARY TEACHER EDUCATION PROGRAM
COLLEGE OF HUMAN LEARNING AND DEVELOPMENT
GOVERNORS STATE UNIVERSITY

A Statement of Expected Competencies and Suggested Experiences

1. Professional Competencies

I. Human Development and Learning

The teacher can:

1:11 Discover, analyze, and use reciprocal relationships between human development and learning. This involves knowledge of physical, social, cognitive, and affective aspects of human development; knowledge of various theories of learning, and relationships between the two; the effects of family structure on learning.

1:12 Diagnose and use the development of mental processes. This includes knowledge of the nature, acquisition, and measurement of cognitive and affective abilities; knowledge of the process of language acquisition and its function in the learning process; and knowledge of quantitative and spacial perception development in children.

1:13 Recognize and accept human variability. This includes knowledge and use of techniques of measurement of human behavior, ability, and achievement so that the basis for describing the range of human qualities is understood.

Suggested Modules

I.

1:11 Child and Family
Children, Teaching & Learning (EAS)
Contexts for Learning
Cross Cultural Explorations (CS)
Developmental Psychology
Human Growth and Development
Perception and Cognition

1:12 Beliefs, Attitudes and Values
Children, Teaching and Learning (EAS)
Developmental Psychology
Language Acquisition, Development and Dialects
Language, Teaching, and Learning (CS)
Learning, Development, and Measurement
Listening Behavior

1:13 Developmental Psychology
Learning, Development, and Measurement

1. Professional Competencies	Suggested Modules	LEARNING TEAM EXPER.
I. Human Development and Learning	I.	
The teacher can:		
1:14 Understand and use the dynamics of group behavior. This involves knowledge of social psychological theories as applied to group behavior with special application to school and classroom.	1:14 Group Dynamics Human Relations Laboratory Learning, Development, and Measurement Social-Cultural Determinants of Human Development Social Psychology and Urban Education Practicum in Classroom Teaching	Team
II. Education and the Community	II.	
The teacher can:		
1:21 Identify and analyze influences within the community which have an effect upon the education of children. Such influences include housing, income, occupations, education of parents, recreational facilities, social service agencies, health care; and educational facilities; political structure; gangs; community action groups; religious activities and/or affiliation.	1:21 Local Governmental Systems (BPS) Politics and Education Urbanization: Introduction to the City (CS)	Team
1:22 Work with community groups to develop educational programs for adults and children.	1:22 Conflict Resolution and Planned Change Seminar in Community Development (CS)	Team

1. Professional Competencies		Suggested Modules		LEARNING TEAM EXPER.
III. Education and the School		III.		
The teacher can identify:				
1:31	The physical facilities available for educational programs and determine how their nature may affect learning.	1:31	Contemporary Innovations in Western Educational Systems (CS & HLD) The Urban Elementary School	Team
1:32	Specialized staffing needs of urban schools and can relate staffing needs to those of students and programs.	1:32	Roles of Teacher The Urban Elementary School	Team
1:33	Organizational patterns in schools and classrooms and can use those that are educationally useful.	1:33	Organizational Patterns in Classrooms Organizational Patterns in Schools Social Organization and Theory (BPS)	Team
1:34	School operations such as attendance, grade placement, promotion, report cards, parental involvement and how they may affect learning and teaching.	1:34	The Urban Elementary School	Team
1:35	Resources and services available within the school and the larger community.	1:35		Team
IV. Education in Society		IV.		
The teacher can identify:				
1:41	Forces affecting educational institutions. These include political, economic, and social forces.	1:41	Afro-American Studies in the Elementary School Contemporary Innovations in Western Educational Systems (CS & HLD) Sociology of Black People in America The Power Structure in American History (CS)	

1. Professional Competencies	Suggested Modules
1:42 Roles of education in American society. The effects of education on the social, economic, and political aspects of society in American history and contemporary society.	1:42 Human Life in Urban Environment Social Psychology and Urban Education
1:43 Effects of educational institutions on minority groups. These include social, economic, and political effects on different minority groups over time.	1:43 American Urban History (CS) Educational Implications of Black History and Culture Human Life in the Urban Environment Law and the Black Community (CS) Politics and Education
1:44 Philosophic bases of American Education. The origin, nature, and evolution of philosophies affecting the development of American education; implications of philosophic positions for educational practices.	1:44 Human Life in Urban Environment Social Psychology & Urban Education
V. Research and Education	V.
The teacher can:	
1:51 Understand and interpret the results of research. This involves understanding the various forms in which data may be found, how it may be identified, produced, verified, and applied to solving problems. It also includes an understanding of what research is (and is not).	1:51 Basic Statistics in Psychology Introduction to Educational Research Probability and Statistics (EAS) Research for the Classroom Teacher Statistics and Measurement in Psychology and Education

1. Professional Competencies	Suggested Modules
V. Research and Education	V.
The teacher can:	
1:52 Design and implement research studies appropriate to schools and the community. This includes understanding the concepts of variables, control of variables, and significance of findings; methods of research design and implementation.	1:52 Probability and Statistics (EAS) Research for the Classroom Teacher Statistics and Measurement in Psychology and Education

2. Subject Matter Competencies

Suggested Modules

I. Aesthetic Inquiry: Music and Art Education Competencies

Rationale:

Art and music exist as potentially valuable resources in the lives of children and adults. The role of music and art education can be to develop an awareness of the pervasiveness of aesthetic decisions which have been and can be made in the fabric of their daily lives. Music and art education should be to help children realize where such decisions have been made, the bases for such decisions, and the possibilities for them to participate in making their own decisions in the future. The concept of aesthetic inquiry suggests that the learner be involved in developing understanding of form, structure, and details which are appropriate to this area. Music and art should not be taught as history, but the history of music and art may be used to illuminate the thinking and concerns of the artist and the art consumers of different times, places, and cultures.

Art and music deal intimately with the response of the person to the expression of the creative artist. Aesthetic inquiry, including an ability to know, perceive, and analyze music and art form, is essential for the maximum development of aesthetic response.

Competencies

The teacher will be able to:

2:11 Formulate generalizations that reflect understanding of the creative process as found in children, adults, and professional artists.

2:11 Criticism and the Arts
Social Commentary Art
The Concerns and Values of the Art Maker and His Society

2. Subject Matter Competencies	Suggested Modules	LEARNING TEAM EXPER.
I. Aesthetic Inquiry: Music and Art Education Competencies	I.	
The teacher will be able to:		
2:12 Describe the role that music and art can play in providing children an avenue for creative expression.	2:12 Aesthetic Inquiry and the Elementary School Curriculum	
2:13 Demonstrate a knowledge of form inherent in music and art including musical notation, music and art theory, and the application of theory to analysis.	2:13 Black Arts in America: Music Materials of Music Social Commentary Art	
2:14 Select art and music experiences appropriate for elementary school children in an urban or inner-city culture and environment.	2:14 Aesthetic Inquiry and the Elementary School Curriculum	
2:15 Develop with children a responsiveness to tonal and rhythmic patterns through the use of appropriate musical instruments, appropriate musical reproductions, and the teaching of appropriate musical selections.	2:15 Aesthetic Inquiry and the Elementary School Curriculum	Team
2:16 Describe ideas and feelings in written or oral terms and translate these into appropriate art and/or musical forms.	2:16 Black Arts in America: Music Black Arts Movement Materials of Music Social Commentary Art The Arts as a Medium of Social Protest The Concerns and Values of the Art Maker and His Society	
2:17 Evaluate own and others creative products in terms of selected aesthetic qualities and criteria.	2:17 Criticism and the Arts	
2:18 Utilize skills and techniques of art and music at the highest levels attainable by the individual.	2:18 Independent Study in Studio Arts Materials of Music Mixed Media Painting University Chorus	

2. Subject Matter Competencies	Suggested Modules	LEARNING TEAM EXPER.
I. Aesthetic Inquiry: Music and Art Education Competencies	I.	
The teacher will be able to:		
2:19 Describe the implications of creative expression as they relate to theories of teaching creative expression to children.	2:19 Aesthetic Inquiry and the Elementary School Curriculum	
2:110 Recognize and describe characteristic ways in which children develop visual and musical conceptions and utilize these at different age and grade levels.	2:110 Aesthetic Inquiry and the Elementary School Curriculum	
2:111 Select and use appropriate materials and processes for specific purposes in developing creative expression with children.	2:111 Aesthetic Inquiry and the Elementary School Curriculum	
2:112 Help children solve problems of musical and artistic expression.	2:112 Aesthetic Inquiry and the Elementary School Curriculum	Team
2:113 Assist children in making careful judgments about their own and others' creative expression.	2:113 Aesthetic Inquiry and the Elementary School Curriculum	Team
2:114 Utilize children's interests and experiences as sources of ideas for developing creative expression.	2:114 Aesthetic Inauiry and the Elementary School Curriculum	Team
2:115 Manage the physical factors such as time, distribution of materials, care of equipment, storage, and clean-up involved in creative expression in the classroom.	2:115 Aesthetic Inquiry and the Elementary School Curriculum	Team

2. Subject Matter Competencies	Suggested Modules	LEARNING TEAM EXPER.
II. Health and Physical Education Competencies	II.	

Rationale:

Knowledge about the human body or information about disease control do not necessarily result in desired kinds of individual behavior. The attitudes with which the individual regards the care of his body and its development, the selection of his diet, or preventive measures of disease control are quite as important as the possession of knowledge about the fundamentals of healthful living. No child can be kept healthy and safe solely as a result of what parents, teachers, and physicians plan and do for him. The child must be guided toward a recognition and awareness of his own responsibility for behavior conducive to healthful living. The school should accept a mutual responsibility with parent and appropriate community agencies for diagnosis of the physical and mental needs of the child and for instituting the necessary development and/or corrective actions.

Competencies

The teacher will be able to:

2:21	Develop and implement a plan of recreational activities for children	2:21 Physical and Recreational Activities and the Elementary School Curriculum	Team
2:22	Utilize movement education as a means of assisting children in a problem-solving approach to the concepts of body use, space, and quality of movement.	2:22 Physical and Recreational Activities and the Elementary School Curriculum	Team
2:23	Develop and implement a program leading to children's understanding of nutritional needs and how these needs can be met in the special circumstances of the lives of the children and their families.	2:23 Health Concerns and Children Physical and Recreational Activities and the Elementary School Curriculum	Team

2. Subject Matter Competencies		Suggested Modules		LEARNING TEAM EITER.
II.	Health and Physical Education Competencies	II.		
	The teacher will be able to:			
2:24	Develop and implement a program that deals with the use and misuse of drugs, narcotics, tobacco, and alcohol.	2:24	Drug Abuse Education (EAS) Health Concerns and Children Physical and Recreational Activities and the Elementary School Curriculum (EAS)	Team
2:25	Develop and implement a program that deals with air, water, and noise pollution in our society and how it affects the individual and groups.	2:25	Health Concerns and Children This Spaceship Earth (EAS)	Team
2:26	Develop and implement a program dealing with safety education and accident prevention.	2:26	Health Concerns and Children	Team
2:27	Develop and implement curriculum experiences to familiarize children with the various life processes including reproduction, birth, growth, and maturation.	2:27	Health Concerns and Children	Team
2:28	Develop and implement curriculum experiences to assist children in achieving normal and wholesome attitudes and ideals in relation to sex and the family and consequent desirable habits, behavior, patterns, and conduct.	2:28	Health Concerns and Children	Team
2:29	Handle skillfully certain happenings that are common to elementary age children, including suggestive speech, sexual curiousity, risque' literature, and to appraise accurately the significance of such pupil behavior.	2:29	Health Concerns and Children	Team
2:210	Help children analyze and understand possible consequences and outcomes of various courses of conduct.	2:210	Health Concerns and Children	Team
2:211	Provide assistance to parents to enable them to deal appropriately with their children's nutritional, safety, health, and development concerns.	2:211	Basic Concepts of Health & Illness Health Concerns and Children Population, Urbanization, & Pollution Social Issues in Health & Illness	Team

2. Subject Matter Competencies

III. Language Arts Competencies

Rationale:

Teachers need to understand the characteristics and purposes of language for children and adults in a communication-oriented society. Without substantial knowledge of language and its several functions, she cannot effectively teach in today's urban schools.

Conditions in contemporary society suggest at least two other primary areas of concern for teachers--the increasing appearance of bilingualism and multi-dialectalism in the classroom and the presence of technological communication systems.

A teacher must be able to accept and value the languages spoken by the children in her classroom. She must acknowledge that language is a valid expression of a child's experiences in his family and community. However, this language may be a barrier to the child as he seeks to identify and communicate with the larger society. She must help children use their own language at the same time she presents new language patterns and styles as alternatives for them.

A teacher must also acknowledge the influences of the electronic media in children's lives. Exposure to the languages used on radio and television offers children models and situations not available to pre-media generations. The teacher must be able to assess and use the abilities and attitudes acquired from this exposure to expand and enhance the child's own communication skills.

2. Subject Matter Competencies

III. Language Arts Competencies

Competencies		Suggested Modules	
III.		III.	
2:31	Be skillful in his own listening, speaking, reading and writing.	2:31	Listening Behavior
2:32	Demonstrate knowledge of the nature, structures, and purposes of language.	2:32	Language, Teaching and Learning (EAS) Psycholinguistics - Linguistics Today
2:33	Demonstrate knowledge of the nature of language acquisition and second language/dialect learning.	2:33	The Teaching of English as a Second Language (CS) Social Dialects Intercultural Communication
2:34	Demonstrate understanding of the impact of attitudes and environments on language development.	2:34	Intercultural Communication Beliefs, Attitudes, and Values Socio-Cultural Determinants of Human Development Social Perception
2:35	Demonstrate knowledge of a wide variety of children's literature and other products designed for children, including television programming.	2:35	Myth and Children's Literature (CS) Dynamics of Television
2:36	Understand the integral relationships between listening, speaking, reading, and writing.	2:36	Language Arts in the Elementary School Roles of Games, Arts and Movement in Urban Classrooms (CS)
2:37	Be able to correlate the contents and skills of listening, speaking, reading, and writing with one another and with other curricular areas.	2:37	Language Arts in the Elementary School Roles of Games, Arts and Movement in Urban Classrooms (CS)
2:38	Be able to select, adapt, and develop activities and materials appropriate to different age groups distinguished by maturity, culture, ability, and achievement, and to individual students.	2:38	Curriculum Design and Development: Models (EAS) Children, Teachers and Learning Competency-based Teaching Practicum in Classroom Teaching

2. Subject Matter Competencies	Suggested Modules
III. Language Arts Competencies	III.
Competencies	
2:39 Be able to analyze and discuss language and literature as used in various media such as radio, TV, movies and theater.	2:39 Myth and Children's Literature (CS) Dynamics of TV

2. Subject Matter Competencies

IV. Mathematics Competencies

Rationale:

A mathematics program for elementary teachers should allow teachers the opportunity to augment their own knowledge and skills in the area of mathematics as they develop methods of facilitating learning for their students. Three factors underlie this programs's design for increasing teacher competency.

a) A teacher learns methods of teaching and mathematical content simultaneously if provided with learning environment which can be used with children.

b) A teacher's inquiry skills and ideas of self worth are improved if the environment invites the teacher to acquire knowledge and skills for herself.

c) Concrete apparatus, preferably as part of a workshop or laboratory, forms a necessary part of a learning center for teachers.

Evidence provided by teachers and some assumptions about the goals for education integrate the factors above. Experience with inservice and preservice teachers shows that their knowledge of mathematics consists primarily of a number of details about symbolic processes. Yet evidence from children in elementary schools indicates that concrete apparatus is necessary for meaningful learning of mathematical concepts. Further, observations of teachers in training affirms that it is unlikely that teachers who have learned mathematics without apparatus will be able or likely to use such objects in teaching. Thus two goals are achieved when teachers learn with materials. They acquire a deeper understanding of mathematics while learning to present it in a meaningful way to children. During this process of learning students and teachers can become aware of their own abilities and worth. That is, opportunities are available for learners to actualize their potential for understanding, for creating and for acquiring knowledge.

2. Subject Matter Competencies — Suggested Modules

IV. Mathematics Competencies — IV. (See below)

Competencies

A. Knowledge Competencies

The teacher must:

2:41 Understand the content of the elementary school curriculum. This content includes the main uses of numbers - counting, measuring, locating position, indexing and ordering; the meaning and uses of relations and functions, equivalence and equivalence classes; basic computation algorithms; estimates and approximations; fundamental measure concepts; construction and application of mathematical models; basic logic; chance, probability, and descriptive statistics; geometric figures and relations in plane and space; uses of variables; construction and interpretation of informational graphs; mathematical systems and their properties; basic understanding of computers.

2:42 Understand the implications for the learning of mathematics of such researchers and theorists as Piaget, Dienes, and Bruner.

2:43 Be familiar with traditional textbook series and with a wide range of newer experimental curriculum materials developed in this country and abroad.

2. Subject Matter Competencies

IV. Mathematics Competencies

Competencies

B. Teaching Competencies

The teacher must be able to:

2:44 Design situations for the learning of specific mathematical concepts.

2:45 Assess the stage of learning experiences which would be appropriate for this child.

2:46 Create and maintain a variety of learning situations - individual, small groups, total class; students all doing the same thing, student doing different things.

2:47 Define problems that may occur in implementing an active mathematics program and must also suggest solutions for these problems. Awareness of the special problems likely to occur in ghetto schools must be indicated.

Suggested Modules:

Mathematics in the Elementary School
Practicum in Teaching Mathematics
Practicum in Classroom Teaching

2. Subject Matter Competencies

Suggest Modules

V. Reading Competencies

V.

Rationale:

Reading, as a skill to be taught in the elementary school, has long been a concern of teachers and parents. Recent developments, both academic and cultural, have expanded interests in reading from an emphasis on methodology and materials to a view of reading as a complex process. This process is not very well understood; however, decisions about the teaching of reading must be made daily by persons guiding children toward literacy and life in contemporary society. Students in Urban Teacher Education should examine the elements involved in the process of reading and develop some understandings of their relationships to the learning and teaching of reading for children in urban schools. They also should acknowledge and respect reading practices and materials which reflect value orientations different from those conventionally associated with the school.

Competencies

2:51 The teacher should be able to describe and analyze the reading process from a variety of perspectives and to demonstrate in her teaching the relationship among them.

2:511 Physiological

2:511 Human Behavior in the Environment
Human Growth and Development

2:512 Socio-cultural

2:512 Black Studies in Urban Schools
Cross-Cultural Explorations (CS)
Human Development Urbanization
Human Life in the Urban Environment
Socio-Cultural Determinants of Human Development Urbanization
Sociology of Black People

2. Subject Matter Competencies	Suggested Modules
V. Reading Competencies	V.
Competencies	
2:513 Psychological	2:513 Children, Teaching and Learning (EAS) Developmental Psychology Human Growth & Development Perception & Cognition Social Perception
2:514 Linguistic	2:514 Communication and Children Intercultural Communication (CS) Language, Teaching, & Learning Psycholinguistics - Linguistics Today Social Dialects Teaching of English as a Second Language (CS)
2:515 Literary	2:515 Communication and Children (CS) Dynamics of TV Myth and Children's Literature
2.52 The teacher should be able to use her knowledge about the reading process to select, organize, implement, and evaluate activities and environments which contribute to the teaching/learning of reading.	2:52 Competency Based Teacher Education Curriculum Design and Development: Models (EAS) Diagnosis in Teaching Educational Evaluation Innovation in Education Practicum in Classroom Teaching Reading as Process

2. Subject Matter Competencies

Suggested Modules

VI. Science Competencies

Rationale:

Much of the contemporary thought about the pre-service science preparation of elementary school teachers has been condensed in a recent set of guidelines on this topic published by the American Association for the Advancement of Science Commission on Science Education.[1] Although minor variations exist, these guidelines have incluences and are compatible with the science preparation proposed for teachers of environmental sciences,[2] as well as that which is proposed below as part of preparation in the Urban Teacher Education Program.

It is assumed that the points specified below must be elaborated, and greater specificity provided. This will be done in the near future, as we develop Learning Modules through which students can achieve these competencies.

Competencies

2:61	Identify and investigate a wide variety of natural phenomena from the immediate environment of urban children.	2:61 Children, Teachers, and Learning (EAS Current Developments in Elementary Science Teaching (EAS)
2:62	Describe inquiry skills or "processes" of science and apply these in his teaching.	2:62 Current Developments in Elementary Science Teaching (EAS)
2:63	Exhibit behaviors consonant with the spirit of science, such as reasoning from data, objectivity, testing of ideas, and suspended judgment.	2:63 Current Developments in Elementary Science Teaching (EAS)

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[1] Pre-service Science Education of Elementary School Teachers: Guidelines, Standards, and Recommendations for Research and Development. Washington: AAAS Miscellaneous Publication 70-5, 1970.

[2] "Expected Competencies of Degree Recipients in EAS." Unpublished Position Paper No. 3, College of Environmental and Applied Science, 1971. See Appendix A.

2. Subject Matter Competencies	Suggested Modules
VI. Science Competencies	
2:65 Utilize, at a level appropriate to elementary schools, major concepts, principles, and theories of science that relate to topics such as (a) composition, characteristics, and structure of matter, (b) interactions of matter, (c) conversion and conservation of energy, (d) life processes, growth, and reproduction, (e) evolution and genetics, (f) ecological perception, learning, and behavior, (h) principles of cosmology, (i) the development of scientific ideas, and (j) the social implications of science.	2:65 Basic Concepts of Health and Illness (EAS) Elementary Ecology for Teachers (EAS) Elementary Studies of Energy (EAS) Elementary Studies of Populations (EAS) Man's Impact on the Environment (EAS) Science and the Consumer (EAS)
2:66 Engage in continued learning (a) through knowledge of key sources of scientific information for laymen, and (b) by demonstrating the ability to accurately read and interpret scientific presentations designed for educated laymen.	
2:67 Utilize a variety of materials, skills, and techniques for effective science teaching.	2:67 Children, Teachers, and Learning (EAS) Current Developments in Elementary Science Teaching (EAS)
2:68 Describe and use the rationale and organizations of contemporary elementary science instructional units or programs, and use them effectively with urban children in the classrooms.	2:68 Current Developments in Elementary Science Teaching (EAS) Practicum in Classroom Teaching (HLD)
2:69 Take into account the values, resources, and needs of the urban community in planning and implementing science teaching with children.	2:69 Current Developments in Elementary Science Teaching (EAS)

2. Subject Matter Competencies

Suggested Modules

VII. Social Studies Competencies

Rationale:

Citizens are affected by the rapid process of urbanization in America. Therefore, elementary school teachers should be knowledgeable about our nation's heterogenous people and their experiences before and after they become urban dwellers. In helping potential teachers gain such knowledge, urban social studies should deal with urban people and their relations in urban communities. In doing so, emphasis should be placed on native Americans, Spanish speaking people, white ethnic groups, (Jews, Polish, Irish, Italians, etc.), Anglo Saxons (power elite and southern whites), and black people. Furthermore, urban social studies should simultaneously contribute to potential teachers knowledge of geographic, economic, cultural, and political factors that have and are yet influencing human relationships.

Competencies

Urban Social Studies teachers should be able to demonstrate:

2:71 Knowledge of pre-urban experiences of the population in the urban environment

1. Politico-cultural, family, geographic, and economic experiences of various ethnic groups (e.g., black people in Africa and the West Indies.)

2. Migration patterns and experiences of ethnic groups.

2:71 Educational Implications of Black History and Culture

2. Subject Matter Competencies

VII. Social Studies Competencies

Competencies

Urban Social Studies teachers should be able to demonstrate:

2:72 Knowledge of urban people's experiences after they migrated to urban communities, but prior to contemporary times.

1. Politico-cultural, family, economic, and geographic experiences in urban areas.

2. How these experiences helped solidify into enclaves of separate racial and ethnic groups.

2:73 Knowledge of contemporary experiences of urban people.

1. Politico-cultural, family, economic, and geographic experiences in the urban environment.

2. Ecological and spatial relationships of people.

3. Ethnic and racial pride.

2:74 Skill in the selection and construction of social studies materials and the implementation of strategies and processes in teaching social studies curricula.

2:75 Skill in constructing evaluation instruments for determining achievement of objectives.

Suggested Modules

VII.

2:72 American Urban History (CS)
Educational Implications of Black Hist and Culture
U.S. Political and Social Reform, 1890-1940 (CS)
Urbanization: Introduction to the Cit

2:73 Afro-American Studies in the Elementary School
Central City Rehabilitation and Area Development (CS)
Politics and Education (CS)
Presidential Politics, 1968-72 (CS)
Sociology of Black People in America
Urban Futures: Options and Strategies

2:74 Independent Study: Preparation of Blac American Cases for Use in Elementary School
Practicum in Classroom Teaching
Strategies of Social Studies

2:75 Development of Behavioral Objectives
Evaluating and Reporting Student Progre

3. Teaching and Administrative Skill Competencies

Suggested Modules

I. Curriculum

I.

3:11 Identify, analyze, and utilize curriculum systems in schools. Every content area taught in a school is formally introduced in a particular grade and taught with varying degrees of emphasis in all other grades. The nature of the content area (i.e., new math, transformational grammar), the methods and materials recommended and used, and the amount of time allocated comprise elements of a curriculum system.

3:11 Curriculum Design (EAS)
Curriculum Design & Development: Models (EAS)
Curriculum in Urban Education
Practicum in Classroom Teaching

3:12 Identify, select, organize and utilize materials and procedures to implement curricula. The content comprising each curricular area in relation to the abilities and interests of children and teachers suggests certain materials and procedures that facilitate the learning process.

3:12 Curriculum Design & Development: Models (EAS)
Practicum in Classroom Teaching

3:13 Use the results of evaluation for possible revision of curriculum content. Extent of achievement of curricular objectives suggests the appropriateness of the objectives or the content for the students.

3:13 Diagnosis in Teaching
Evaluating and Reporting Student Progress
Practicum in Classroom Teaching

II. Classroom Teaching Skills

II.

The teacher can:

3:21 Utilize techniques and materials for diagnosis of potential. The recognition how an individual acquires certain cognitive skills and information must also be related to the scope and pace of particular learning experiences provided for him.

3:21 Children, Teachers, & Learning (EAS)
Diagnosis in Teaching
Film Vision (CS)
Learning
Practicum in Classroom Teaching
Social Dialects & the Black Community (CS)
Social Perception

3. Teaching and Administrative Skill Competencies	Suggested Modules
II. Classroom Teaching Skills	II.
The teacher can:	
3:22 Identify, design, and adapt curriculum to meet the needs of specific individuals and classroom.	3:22 Competency-Based Teaching Curriculum Design (EAS) Curriculum Design & Development: Models (EAS)
3:23 Develop and use behavioral objectives as a means to selection and organization of materials and strategies for teaching.	3:23 Development of Performance Objectives Psychology of Classroom Learning Roles of Games, Art, Movement in Urban Classrooms Social Perception
3:24 Recognize and use a variety of teaching strategies including discussion lecture, role-playing, demonstration, and experimentation.	3:24 Communication and Children Language, Teaching and Learning (CS) Play, Simulations and Gaming (CS) Psycholinguistics, Language Theory, and Behavior Simulation Game Development (CS)
3:25 Select and construct evaluation measures and procedures. Use and interpret results.	3:25 Development of Performance Objectives Evaluating and Reporting Student Progr
3:26 Utilize group dynamics to facilitate achievement of social and verbal interaction to increase individual interaction.	3:26 Group Dynamics Practicum in Classroom Teaching Psychology of Classroom Learning

4. Human Relations Competencies

Suggested Modules

Rationale:

"It seems entirely reasonable to expect that there exists certain lawful conditions within individuals and within the network of social relations which underpin the kind of harmony and accord we wish to develop."*

The quotation above establishes a framework within which current studies of human interactive behavior might well be constrained. Certainly, in our efforts in Urban Teacher Education, we are greatly motivated to seek and to apply rational behavior theory to the resolution of social and racial conflict, and to the removal of barriers of communication, frustration and resentment to self-realization for the urban inner-city dweller. At this particular juncture in history, we are sorely challenged and tested by social unrest, revolutionary rhetoric, and alienation of the young and the minorities from the so-called mainstream of national culture. The teacher in the inner city, even more than others, must become both a student and a practitioner of the theory and skills encompassed in the field of human relations. Toward that end, the urban teacher educator is expected to attain the following competencies:

4:11	Recognize and describe the unique characteristics of the culture of the urban "inner city," its customs, costumes, and symbolisms.	4:11 Educational Implications of Black History & Culture
4:12	Distinguish, in language the intentional meanings from the raw character of behavior utterings.	4:12 Intercultural Communication Interpersonal Communication Social Perception

*Berrien, Frederick K., Human Relations: Comments and Cases. Harper and Row, New York, 1957 p. 19.

4. Human Relations Competencies

Competencies	Suggested Modules
4:13 Extract, from behavior and language, the substantive feelings, attitudes, likes and dislikes that influence behavior manifestations.	4:13 Beliefs, Values, and Attitudes Intercultural Communication Social Perception
4:14 Adapt, in a variety of social situations, to the sentiments and expectations found in the emotional overtones of the words people utter, the gestures they make, or the postures they take.	4:14 Social Perception
4:15 Recognize that the behavior and the prejudices of individuals are best understood not as private possessions, but as values held by groups in which the individual has, or is attempting to gain, satisfying status.	4:15 Beliefs, Values, and Attitudes
4:16 Exhibit skill in allowing for, and accepting, the free expression of ideas, feelings, sentiments, hopes and expectations in group situations.	4:16 Basic Human Relations Laboratory Classroom Interaction Analysis
4:17 Assist in the development and changed attitudes by collaborating with persons toward an understanding of their own motives and toward creating new attitudes out of their own understanding and experiences.	4:17 Basic Human Relations Laboratory Classroom Interaction Analysis
4:18 Function comfortably and responsibly within the climate of opinion and the codes of the environment in which he or she works; and contribute to the alteration of these codes that represent handicaps to personal and group fulfillment in a democratic society.	4:18 Classroom Interaction Analysis Intercultural Communication Interpersonal Communication

4. Human Relations Competencies		Suggested Modules
4:19	Demonstrate these, and other group leadership skills appropriate especially to teaching, in ways that yield positive and supportive affective response in instructional and social settings.	4:19 Classroom Interaction Analysis Practicum in Group Leadership Practicum in Classroom Teaching
4:110	Defend, as a primary goal, the peaceful achievement of full citizenship in a participatory democracy for all peoples, regardless of race, color, creed or place of origin.	4:110 Practicum in Classroom Teaching
4:111	Recognize the typical kinds of children's misbehavior and respond appropriately toward teaching children to be responsible for their own behavior.	4:111 Behavior Problems in the School Practicum in Classroom Teaching
4:112	Demonstrate group leadership skills appropriate for teaching children effective and satisfying human relations with each other.	4:112 Classroom Interaction Analysis Practicum in Group Leadership Practicum in Classroom Teaching

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Faculty for Professional Education

The College of Human Learning and Development does not have a separate faculty for professional education, but utilizes faculty from the entire University to coordinate learning teams, learning modules, and generally to prepare students in Urban Teacher Education. Faculty of other colleges actively participate in various aspects of the program so they, too, have been included in this section.

TABLE 1

EDUCATION AND EXPERIENCE OF PROFESSORS WHO WORK WITH THE URBAN TEACHER EDUCATION PROGRAM

Name & Rank*	Highest Earned Degree	Session	Assignment by Session, 1971-72 Modules	Units	Teaching Exper.[b] School E	S	C	Full or Part Time[c]
Brottman, M.A.	Ph.D.	1st	Roles of the Teacher	2-4	2	10	12	
			Urban Education Learning Team	1				
		2nd	Organizational Patterns in the Classroom	2-4				
			Evaluation and Assessment (grad)	3				
			UTE Learning Team	1				
		3rd	Organizational Patterns in Schools	2-4				
			Independent Study	1-6				
			Urban Ed. Learning Team	1				
Bush, Dixon A.	Ed.D.		Cooperative Education, University Coordinator, 1st, 2nd, & 3rd Sessions				20	
Carlson, Jon D.	Ed.D.	1st	Behavior Problems in the School	1-8	1		3	
			Independent Study	1-8				
			Foundation in Guidance and Counseling	1-8				
		2nd	Human Services Seminar	1				
			Human Relations Services Seminar	1				

*Rank: All GSU faculty have the Rank of University Professor

Name and Rank	Highest Earned Degree	Assignment by Session, 1971-72			School			Full or Part Time
		Session	Module	Units	E	S	C	
Carlson (cont'd)		2nd	Counseling Function	3				
			Independent Study	1-8				
		3rd	Family and Child	1-3				
			Independent Study	1-8				
			Human Relations Service Seminar	1				
Cleaver, Thomas J.	Ph.D.	1st	Elementary Ecology for Teachers	4		19	6	
			Chairman, Curriculum & Instruction Task Force, CEAS Teacher Education Committee					
		2nd	Curriculum Design and Development: Theory & Dynamics	3				
			Children, Teachers and Learning	3				
			Chairman, Curriculum & Instruction Task Force Urban Teacher Ed. Workgroup					
		3rd	Curriculum Design and Development: Models	3				
			Chairman, Curriculum & Instruction Task Force, CEAS Urban Teacher Education Work group; Chairman, University Educational Policies and Program Committee					
Crispin, David B.	Ed.D.	1st	Behavioral Studies Learning Team	1	1	11	17	
			Human Growth & Development	3				
			Basic Human Relations Lab.	1				
			Independent Project in Behavioral Studies	3				
		2nd	Behavioral Studies Learning Team	1				
			Basic Human Relations Lab.	1				
			Independent Project in Behavioral Studies	3				
			Design, Direct, CHLD Faculty Workshop					

Name & Rank	Highest Earned Degree	Assignment by Session 1971-72			School			Full or Part Time
		Session	Module	Units	E	S	C	
Crispin (cont'd)		3rd	Behavioral Studies Learning Team	1				
			Basic Human Relations Lab.	1				
			Independent Project in Behavioral Studies	3				
			Conflict Resolution and Planned Change	3				
DeLawter, Jayne A.	Ed.D.	1st	Exploring Context	8	3			F
			Urban Education Learning Team	1				
			Coordinator of Volunteer Work					
		2nd	Reading As Process I	3				
			Urban Education Learning Team	1				
		3rd	Reading As Process I	3				
			Reading As Process II	3				
			Urban Teacher Education Learning Team	1				
			Urban Teacher Ed. Workgroup					
Evans, Arthur J.	Ph.D	1st	Interpersonal Communication	3-6	15		3	
			Management Information & Evaluation Systems					
			Director, Career Opportunity Program					
		2nd	Interpersonal Communication	3-6				
			Director, Career Opportunity Program					
		3rd	Interpersonal Communication	3-6				
			Director, Career Opportunity Program					
Finesmith, Stephen (125 hours earned toward Ph.D. Degree) a	M.A.	1st	Human Growth and Development	3			9	
			Behavioral Studies Learning Team	1				
			Independent Study	3				
			Human Relations Laboratory	2				
		2nd	Advanced General Psychology	3				
			Learning Team	1				
			Psychology Workgroup	3				

Name & Rank	Highest Earned Degree	Assignment by Session 1971-72			Teaching Exper.			Full or Part Time
		Session	Module	Units	School			
					C.	U.	C.	
Finesmith (Cont'd)		2nd	Human Relations Lab.	1				
			Independent Study	3				
		3rd	Basic Experimental Psychology	3				
			Human Relations Lab.	1				
			Independent Study	3				
			Advanced General Psychology	3				
			Learning Team	1				
Gallagher, James J.	Ed.D.	1st	Elementary Studies of Theory	1-4	2	7	4	
			Science, Technology and the Quality of Life	1-4				
		2nd	Children, Teachers and Learning	1-4				
		3rd	Curriculum Design and Development: Models	1-3				
Hill, Paul G. (72 hours earned toward Ph.D. degree) a	M.A.	1st	Administrative		4	4	4	
		2nd	Administrative					
		3rd	Administrative					
Jones Leon	Ph.D.	1st	Basic Statistics in Psychology and Education	3		1	2	
		2nd	Basic Statistics in Psychology and Education	2				
			Educational Evaluation	2				
		3rd	Basic Statistics in Psychology and Education	2				
			Educational Evaluation	2				
Katz, William M. (Assistant Dean)	Ed.D.	1st	Urban Education Learning Team	1	6		13	P
			Roles of the Teacher	2-4				
			Chairman, Urban Teacher Education Workgroup					
			Administrative					

Name and Rank	Highest Earned Degree	Assignment by Session 1971-72			School			Full or Part Time
		Session	Module	Units				
Katz (Cont'd)		2nd	Urban Education Learning Team	1				
			Evaluation and Exploration in Teacher Competency	3				
			Chairman, Urban Teacher Education Workgroup Administrative					
		3rd	Urban Education Learning Team	1				
			Urban Teacher Ed. Workgroup Administrative					
Lewis, Michael	Ph.D.	3rd	Conflict Resolution and Planned Change	3	S	2	G 6	
McLemore, William P.	Ph.D.	1st	Human Life in the Urban Environment	2-4		7	5	F
			Urban Education Learning Team	1				
			Roles of the Teacher	2-4				
			Urban Teacher Ed. Workgroup					
		2nd	Sociology of Black People in America	2-4				
			Urban Education Learning Team	1				
			Evaluation and Exploration of Teacher Competency	3				
			Urban Teacher Education Workgroup					
		3rd	Educational Implications of Black History & Culture	2-4				
			Politics & Education	2				
			Urban Education Learning Team	1				
			Urban Teacher Education Workgroup					

Name and Rank	Highest earned Degree	Session	Module	Units	I	S	C	Full or Part Time
Peterkin, Morris C. (26 grad. hours earned toward Ph.D. degree) a	M.A.	1st	Areas of Exceptionality Associate Director, Career Opportunities Program	3	1	6	2	
		2nd	Psychology of Exceptional Children Associate Director, Career Opportunities Prog.	3				
		3rd	Introduction to Mental Retardation	3				
			Introduction to Educational Research Associate Director, Career Opportunities Program	2				
Sural Tulsi B.	Ph.D.	1st	Psycholinguistics	2-4			4	
			Social Perception	2-4				
			Basic Human Relations Lab.	1				
		2nd	Psycholinguistics	2-4				
			Intercultural Communication	2-4				
			Basic Human Relations Lab.	1				
		3rd	Proseminar in Communication Science: Micro	4				
			Beliefs, Values & Attitudes	2-4				
			Language Disorders	3				
			Basic Human Relations Lab.	1				
Saunders, Deloris M.	Ph.D.	1st	Proseminar in Administrative Techniques	3	10		5	F
			Urban Education Learning Team	1				
		2nd	Competency Based Teacher Education	3				
			Urban Ed. Learning Team	1				
			Exploration & Evaluation	3				
		3rd	Competency Based Teacher Education	3				
			Developing Instructional Modules for Competency Based Teaching	3				

Name and Rank	Highest Earned Degree	Assignment by Session 1971-72 Session	Module	Units	School F	S	C	Full or Part Time
Schuelke, David L.	Ph.D.	1st	Communication Science: Theory	2-4		4	7	
			Arbitration and Conflict Resolution	2-4				
		2nd	Communication Science: Research	2-4				
			Management by Objectives and Performance Evaluation	2-4				
		3rd	Proseminar in Communication Science: Macro	2-4				
			Public Relations in Organizations	2-4				
Shorter, Constance a	M.A.	2nd	Urban Education Learning Team	1	9		3	P
		3rd	Urban Education Learning Team	1				
Stormer, G. Edward	Ed.D.	1st	Behavior Problems in the School	1-3	6	2	6	
			Foundations of Counseling and Guidance	1-3				
			Independent Study	1-4				
		2nd	Behavior Problems in the School	1-3				
			The Counseling Function	1-4				
			Human Services Seminar	1				
			Human Relations Services Seminar	1				
			Independent Study	1-3				
		3rd	Family and Child	1-3				
			Human Services Seminar	1				
			Human Relations Service Sem.	1				
			Independent Study	1-6				
Wade, Charles (Dean)	Ed.D.		Administrative, 1st, 2nd, and 3rd Sessions			2	9	
		3rd	Independent Study	3				
Wieg, Kenneth F.	Ph.D.	3rd	Coordinated Counseling				2	

Legend for Table 1

a Applies to professors without an earned Doctoral degree

b Teaching Experience: E = elementary school; S = secondary school; C = college

c F = full time in Urban Teacher Education
P = part time in Urban Teacher Education

Figure 1 shows the kind and number of meetings that professors have attended since August, 1971.

Figure 1

PROFESSIONAL MEETINGS ATTENDED SINCE AUGUST, 1971

Kind of Meeting	Number of Meetings attended by Professors[a]
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Regional	————
Local	————————
State	————————————————
National	————————————————————

[a] N = 19

In 1971, seven professors read scholarly papers at ten professional meetings. Furthermore, since August, 1971, seventeen professors have engaged in professional study other than attendance at professional meetings; sixteen have engaged in professional research. The numbers and kinds of publications by professors in 1971 is shown in Figure 2.

Figure 2

PUBLICATIONS IN 1971 BY PROFESSORS[a]

Kind of Publication	Number
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Technical Report	
Monograph	
Scholarly Book	
Journal Article	

[a] N = 16

Secretarial Services

There is one secretary for every five professors. Professors can also utilize the services of work-study student assistants.

Student Evaluation

At the end of each session, each student enrolled in a module completes an evaluation form for that module. The results of the evaluation are tabulated and a copy is given to the Dean of the College and to each professor. Furthermore, the gross results of the students' evaluation in each college are tabulated and distributed to each professor.

Fringe Benefits

Fringe benefits available to professional staff include sick leave with full pay, opportunities to audit or enroll for credit in any module with exemption from tuition and fees, vacation plus six holidays, leave due to family bereavement, reimbursement of travel expenses incurred attending approved, professional meetings, employees health and life insurance, and retirement benefits.

BUDGET 1972-73

The budget for the College of Human Learning and Development is not separated into program areas. Therefore, the following figures represent that fraction of the total budget represented by the full-time Urban Teacher Education faculty and student enrollment.

I.	Personal Services		
	Professional	7.5 @ $18,000	$135,000
	Civil Service	2 @ 6,000	12,000
II.	Contractual Services		2,750
III.	Travel		2,100
IV.	Commodities		2,500
V.	Equipment		6,500
VI.	Library		50,000
			$210,850

Summary Statement
Governors State University
Urban Teacher Education Program
Park Forest South, Illinois

The elementary teacher education program is competency based and designed to prepare teachers for urban schools. Such teachers of disadvantaged children must be masters of their professions and must be especially knowledgeable about the social, political, and economic forces and counter-forces they expect to encounter in their working environment. To enable students to acquire these competencies and others in subject matter fields the program is developed about three conceptual structures: Learning Modules, Learning Teams, and Teacher Education Centers.

A learning module is a planned experience in which performance objectives are specified, strategies for instruction and learning are identified, and criteria for evaluation are suggested. It is flexible in duration, focus, and credit awarded.

The learning team concept represents a structured group experience in a field-study format. Its objectives derive from program competencies that emphasize the realities of the urban ghetto setting. The team membership is constant over the entire time of student enrollment; the faculty coordinator is also advisor to its members.

While the primary locale for the learning module is the University Campus, the functions of the learning team are facilitated through a teacher education center in the urban community itself. The Center may be located in a school or elsewhere, but it serves to provide a setting

where teachers-in-training are brought face-to-face with the people and the problems of the community on its home ground. Its activities involve students, in-service teachers, parents, and agencies in meaningful inter-related activities.

These three conceptual structures provide the basis for the acquisition of competencies necessary to teach children in ghetto schools.